

EASTHAMPSTEAD PARK COMMUNITY SCHOOL

Equal Opportunities Policy and Equality Statement



To be read in conjunction with our school's Vision and Values Statement

Vision Statement

"It takes a whole village to raise a child"

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. At Easthampstead Park Community School, our vision is to deliver a school judged as outstanding, that lives up to its values and beliefs. Our sense of community is built around the quality of relationships between staff, students and parents with the emphasis on respect and pride. All members of our community need to communicate clearly and work with each other. "It takes a whole village to raise a child."

Our Values, Beliefs and Behaviours

We expect parents to be involved with the school, taking an active interest in the development of their own and others' children, and for staff to seek opportunities for parents to come into school.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

- We value and respect all people for their knowledge, experience and capabilities.
- We value our heritage and we believe families and our local community can play an inspiring and purposeful role in young people's learning.
- We believe that all young people from every kind of background should be equally recognised as being creative and individual.
- We believe that learning should engage all members of the community in order to support them in fulfilling their personal and academic potential.
- We expect everyone to demonstrate through their actions and behaviours, respect for themselves and the community – people, property and the environment – and take pride in what they are capable of achieving.

National Local and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups. We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context ASP data 2017

Easthampstead Park Community School has a roll of 813 pupils which is below the national average of 950. The percentage of girls is 49.4% compared with 49.8% nationally. 33.1% of students are eligible for free school meals compared to schools nationally (28.5%).

The proportion of students who are from an ethnic minority background is 19.1% below the national average of 29.5%. Approximately 16% of students have additional Special Educational Needs which is above the national average of 10.7%. The school roll is 91.1% stable compared with the national average of 91.5. The school deprivation indicator is between the 40th and 60th percentile, 0.17 compared with a national DI of 0.22.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

All students, families and staff are of equal value

- We see all students, potential students, their parents, carers, and staff as of equal value:
- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whatever their socio-economic background

We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or students may face in relation to their protected characteristics.

Protected Characteristics

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that we all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that individuals should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics

We observe good equalities practice in relation to staff

- We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

We aim to reduce and remove inequalities and barriers that already exist

- We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

We consult and involve to ensure views are heard

- In our development of policies, we engage with groups and individuals, including students who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting students, we will take account of views expressed at school parliament; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

We aim to foster community cohesion

- We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

We aim to base our practices on sound evidence

- We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement. This information will be reviewed and re-published annually.

We set ourselves specific and measurable equality objectives

- We develop and publish specific and measurable objectives every three years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 6).
- The objectives can be found in Appendix B to this policy statement and take into account both national and school level priorities.
- We will set ourselves new objectives every three years, but keep them under review and report annually on progress towards achieving them.
- Application of the principles within this policy statement:
- The principles outlined in the policy statement will be applied and reflected in:
 - The delivery of the school curriculum
 - The teaching and learning within the school
 - Our practice in relation to pupil progress, attainment and achievement
 - Our teaching styles and strategies
 - Our policies and practice in relation to admissions and attendance
 - Our policies and practice in relation to staff
 - Our care, guidance and support to pupils, their families and staff
 - Our policies and practice in relation to pupil behaviour, discipline and exclusions
 - Our partnership working with parents and carers
 - Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately. All racist incidents (and actions taken) are reported to the LA. An annual summary report is made to the Governors' Student Support Committee.

Roles and responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for the implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- Promote an inclusive and collaborative ethos in their practice

- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons
- Support pupils in their class who have additional needs

This policy is available on the school website and a paper version is available on request from the school office.

Reviewed and Revised:

June 2020

Responsibility for Implementation and Review:

Headteacher

Date of next Review:

**Leadership and Management
Committee**

Easthampstead Park Community School Equality Objectives Appendix A

We recognise that the public sector equality duty has three aims, to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
 - Advance equality of opportunity between people who share a protected characteristic and those who do not
 - Foster good relations between people who share a protected characteristic and those who do not
- We have considered how well we currently achieve these aims with regard to the protected characteristics under the Equality Act (race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation, religion and belief).

We have also involved staff, pupils, parents and others from time to time in the following ways:

- Parent surveys
- Student surveys
- Ad hoc online student surveys
- Involvement of the student council
- Staff survey
- Contact with parents representing pupils with particular protected characteristics
- Contact with the local community and disability organisations

Having referred to and analysed our equality information, we have set ourselves the following objective(s) taken from the S-RAP 2018-19:

1. To further develop our curriculum, ensuring our implementation fully and consistently matches our intent.

2. To secure attainment and progress, with a particular focus on English Language, Science and Maths, at:

- a.) GCSE
- b.) A-Level/Level 3 BTEC

3. To further develop a culture of kindness among students, increasing their awareness of and contributions to the communities they are part of - on a school level, local Bracknell area, and the global community.

4. For attendance to at least be in line with the national average, with a particular focus on working with families to reduce levels of persistent absence and to decrease the number of short term, frequent absences.

